

Write your name here

Surname

Other names

Pearson Edexcel
Level 3 GCE

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--

English Language

Advanced

Paper 3: Investigating Language

Friday 23 June 2017 – Morning
Time: 1 hour 45 minutes

Paper Reference

9EN0/03

You must have:

Source Booklet (enclosed)

Total Marks

--

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer ONE question from **Section A** and ONE question from **Section B** – *both questions should be on the topic you have chosen.*
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 45.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

P48953RA

©2017 Pearson Education Ltd.

1/1/1/1/1




Pearson

SECTION A

Answer ONE question on your chosen topic.

You must answer on the same topic in both sections.

Begin your answer on page 4.

Topic: Global English

Subtopic: New Zealand English

- 1** Read the data provided on pages 4-5 of the source booklet.

To what extent are Texts A1 and A2 representative of New Zealand English?

(Total for Question 1 = 15 marks)

Topic: Language and Gender Identity

Subtopic: Gender Representations in Children's Advertising

- 2** Read the data provided on pages 6-7 of the source booklet.

To what extent does Text B represent aspects of gender identity in children's advertising?

(Total for Question 2 = 15 marks)

Topic: Language and Journalism

Subtopic: Sports Journalism

- 3** Read the data provided on pages 8-9 of the source booklet.

To what extent is Text C representative of the ways in which language is used in sports journalism?

(Total for Question 3 = 15 marks)

Topic: Language and Power

Subtopic: Corporate and Business Language

- 4** Read the data provided on pages 10-11 of the source booklet.

To what extent is Text D representative of the language of business?

(Total for Question 4 = 15 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



Topic: Regional Language Variation

Subtopic: Multicultural London English

5 Read the data provided on pages 12-13 of the source booklet.

To what extent does Text E represent aspects of spoken Multicultural London English?

(Total for Question 5 = 15 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Large writing area with horizontal dotted lines.



Lined writing area with horizontal dashed lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Area with horizontal dotted lines for writing.

TOTAL FOR SECTION A = 15 MARKS



SECTION B

Answer ONE question on your chosen topic.

You must answer on the same topic in both sections.

Begin your answer on page 10.

Topic: Global English

Subtopic: New Zealand English

- 6 *'New Zealand English does not exist as a distinct variety. It is merely a dialect, with features of a dialect.'*

Discuss this statement with reference to your own research.

You should consider:

- relevant language frameworks and levels
- any relevant social, historical, technological and cultural factors.

(Total for Question 6 = 30 marks)

Topic: Language and Gender Identity

Subtopic: Gender Representations in Children's Advertising

- 7 *'Most children's advertisements exhibit stereotypical gender portrayals and are male dominant in major roles.'*

Discuss this statement with reference to your own research.

You should consider:

- relevant language frameworks and levels
- any relevant social, historical, technological and cultural factors.

(Total for Question 7 = 30 marks)

Topic: Language and Journalism

Subtopic: Sports Journalism

- 8 *'Sports journalism needs to avoid serious topics - sport is about leisure, recreation and fun.'*

Discuss this statement with reference to your own research.

You should consider:

- relevant language frameworks and levels
- any relevant social, historical, technological and cultural factors.

(Total for Question 8 = 30 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



Topic: Language and Power

Subtopic: Corporate and Business Language

- 9 *'Business language like any form of jargon intends to exclude most listeners and make them feel inferior.'*

Discuss this statement with reference to your own research.

You should consider:

- relevant language frameworks and levels
- any relevant social, historical, technological and cultural factors.

(Total for Question 9 = 30 marks)

Topic: Regional Language Variation

Subtopic: Multicultural London English

- 10 *'Multicultural London English is not a regional variety of English. It is a sociolect.'*

Discuss this statement with reference to your own research.

You should consider:

- relevant language frameworks and levels
- any relevant social, historical, technological and cultural factors.

(Total for Question 10 = 30 marks)



Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number:

Question 6

Question 7

Question 8

Question 9

Question 10

Area with horizontal dotted lines for writing answers.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Large writing area with horizontal dotted lines.



Handwriting practice area with 20 sets of horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Large writing area with horizontal dotted lines.



Handwriting practice area with 20 sets of horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Large writing area with horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Area with horizontal dotted lines for writing.

TOTAL FOR SECTION B = 30 MARKS
TOTAL FOR PAPER = 45 MARKS





DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



P 4 8 9 5 3 R A 0 1 9 2 0

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



Pearson Edexcel Level 3 GCE

English Language

Advanced

Paper 3: Investigating Language

Friday 23 June 2017 – Morning

Source Booklet

Paper Reference

9EN0/03

Do not return this Source Booklet with the question paper.

P48953RA

©2017 Pearson Education Ltd.

1/1/1/1/1



Turn over ►



Pearson

CONTENTS

Topic/Subtopic	Page
Global English: New Zealand English Texts A1 and A2	4–5
Language and Gender Identity: Gender Representations in Children’s Advertising Text B	6–7
Language and Journalism: Sports Journalism Text C	8–9
Language and Power: Corporate and Business Language Text D	10–11
Regional Language Variation: Multicultural London English Text E	12–13

English Phonemic Reference Sheet

Vowels

kit	dress	trap	lot	strut	foot
ɪ	e	æ	ɒ	ʌ	ʊ
letter	fleece	bath	thought	goose	nurse
ə	i:	ɑ:	ɔ:	u:	ɜ:

Diacritics /:/ = length mark. These vowels may be shorter in some accents and will be transcribed without the length mark /:/ in this case.

Diphthongs

face	goat	price	mouth	choice	near	square	cure
eɪ	əʊ	aɪ	aʊ	ɔɪ	ɪə	eə	ʊə

Consonants

pip	bid	tack	door	cake	good
p	b	t	d	k	g
chain	jam	fly	vase	thing	this
tʃ	dʒ	f	v	θ	ð
say	zoo	shoe	treasure	house	mark
s	z	ʃ	ʒ	h	m
not	sing	lot	rose	yet	witch
n	ŋ	l	r	j	w
Glottal stop		Syllabic /l/ bottle		Syllabic /n/ fatten	
ʔ		l̩		n̩	

Topic: Global English
Subtopic: New Zealand English

Text A1

Text A1 is an interview with a Māori hotel owner who has spent most of his life in the Bay of Islands area of New Zealand.

KEY

A = New Zealand Man	I = Interviewer
[_] paralinguistic features	/_ / phonemic transcription
(3) longer pause (number of seconds indicated)	(.) micro pause

A: um I /bɪ/ was born in Russell (.) um (.) I'm of Npāgpuhi descent /dɪsɪnt/ (.) that's my um tribal side Ngāti Manu is my um iwi um my mother's /mæðæz/ from up north here (1) my father was from down (2) Whanganui which is Tuwharetoa um (.) with (4) but I was born up in Russell (.) basically brought up and went to school in the Bay of Islands here um

I: what's the fishing like here

A: yeah the fishing's /fɪʃɪnz/ excellent /ɪksɪlənt/ we have Terry (2) Terry Tinboat (.) he's an excellent fisherman and he catches /kɪtʃəz/ all the snapper round here (2) although we go out and tip the nets and we catch snapper too (2) we do fishing and diving (.) um (2) get mussels (2) you name it (1) you know (.) there's a lot of things to do round the bay (.) there's a lot of fishing a lot of diving um

I: what are some of the unusual phrases that you might (.) a New Zealander might say (.) like we'd say chicken you say [laughs]

A: chicken (.) chook /tʃʊk/ [laughs] you know (.) we call chooks chickens chooks um [laughs] (1) you hear unusual things (.) I suppose (2) I'm not sure what else [laughs]

I: what do you call these

A: glasses

I: no (.) sunnies /sæniːz/ (.) right

A: sunnies (.) sunnies (1) yeah I suppose (2) shades (.) yeah (.) sunnies (.) yeah (3) I can't think of anything else

Glossary

Iwi – people or nation

Text A2

Text A2 is an edited version of a blog about New Zealand English posted on 11th September 2010 by Adrian Pratt, who lived in New Zealand for two years with his wife Amy and their children.

The problem is not just that they speak quickly and have an unfamiliar accent. No, it's that they seem to despise the letter "e". For some reason the tyranny of distance has morphed that perfectly useful letter into an "i". A sort of pinched, squeezed and hurried "i" that at least gives an intimation that the Kiwis are a little embarrassed with what they're doing to the language.

'Sparky'll bee hir at sivin on Winsday', a man said to me the other day. My vacant smile did nothing more than convey idiocy, so I soldiered on down a linguistic street with no return. We were talking about an appliance, so this was where I had to go for context.

I gave him a meaningful look that said, 'What the hill does that mean?'

We eventually - and not after a short time, I might add - established that apparently the electrician had just made an appointment.

Nor did we have any idea why, at the airport, we had to go to chicken. Nor where that was. We weren't even hungry, having just disembarked from a 13-hour flight. But it was apparently where we had to go after we had "uplifted" our suitcases - 'you're the best baggage ever' - to get our flight from Auckland to Wellington. We made the flight, but we weren't fed. There was no chicken at the check-in. Our bags had good self-esteem, though.

These are not just innocent diversions. Amy was deeply embarrassed when she turned up for supper after a church service with a pasta salad. Everyone else had bought some sort of cookies or desserts. Supper, apparently, meant afternoon tea. Only one kind Māori gentleman sampled the pasta salad. You can't blame people. It's not like it goes well with petit fours.

I'm sure we'll overcome these "iccintricities", but a little bit of language training before we came here might have been good.

Glossary

petit fours – bite-size sweet biscuits or cakes

Topic: Language and Gender Identity

Subtopic: Gender Representations in Children's Advertising

Text B

The text below is an edited version of an article reflecting on the advertising of toys to boys and girls. It was written by Sally Peck for the Telegraph newspaper and was published on 17 December 2015.

250 children's toy adverts on British TV analysed - it's worse than we thought

Boys blast and girls sparkle: this is the festive greeting your child is getting from toy advertisers this Christmas.

Girls are beautiful, magical friends; they like princesses and hair. They enjoy painting nails. Boys ooze power and control, as they rescue and have adventures. They enjoy playing tricks – quite often, on girls.

These stark characterisations have been documented in new analysis from the campaign group Let Toys Be Toys – which has looked for the first time at how boys and girls are represented in television advertisements for toys in Britain.

And the differences were extreme. Girls and boys might as well be elephants and giraffes, for all their apparent compatibility.

To battle? Or to dream?

The majority of UK ads in the Christmas 2015 run-up show boys and girls playing separately and in stereotypical ways, according to the report, which was based on analysis of more than 30 hours of children's programming.

Researchers categorised the near-250 adverts they saw, according to whether they included only boys (29 per cent), only girls (26 per cent), boys and girls (32 per cent) or no children at all (13 per cent). Researchers noted the types of toys, how children were shown playing, the gender of the voiceover, and the key words used to entice.

While ads featuring boys were predominantly for vehicles, action figures, construction sets and weapons, and focused on control and power, those featuring girls were mainly for dolls and grooming, and had a strong emphasis on appearance, performance, and nurturing.

The language used differed dramatically, too. While boys were portrayed as active, engaged in conflict, and keen on themes of mastery (control, power, build, explore), girls were steered towards fantasy (magic, dream, make believe), appearance and nurturing relationships (love, friends).

In advertisements featuring children of both genders – mainly for board games, art materials, or interactive toys – boys outnumbered girls 3:2, and all had male voiceovers, a phenomenon Jess Day explains:

"All too often, something that's perceived as 'gender neutral' is actually mostly male. It reinforces the message that parents often give boys that girls can do 'boy' things but boys can't do 'girl' things; boys are shown as not wanting to play with girls, thus diminishing the girl's position."

One researcher warned of the bullying such stereotyped ads could inspire: “[The marketing teams] are the ones who are responsible if boys get picked on for having a ‘girl’s toy’”.

How gender stereotyping is getting worse

Founded three years ago, as the result of a heated Mumsnet discussion, the group Let Toys Be Toys campaigns against gender-stereotyped marketing to children, which has been rising steadily since the Seventies.

While it’s successfully brought about a significant reduction in the use of ‘boys’ and ‘girls’ signs and sections in toy shops, individual toys are still mainly marketed to children of one gender or another. And as Day points out, many young women today have more stereotyped views about the work that is suitable for men and women than their mothers or grandmothers.

Topic: Language and Journalism

Subtopic: Sports Journalism

Text C

Text C is from a football fanzine called true faith. It is the most widely read fanzine in the UK and is the number one Newcastle United fanzine. This editorial was published in edition 124, February 2016, about Newcastle United's position in the Premier League.

If names are not glossed they refer to football players.

Welcome to tf 124.

For much of Ashley's tenure we have bemoaned his lack of investment in the squad. It is arguable the position we find ourselves in now is directly as a result of the cumulative impact of that lack of investment over an extended period. For all that we cannot dispute what has been reported as having been invested in players over the last year and a bit. The analysis of Ashley's United now shifts from lack of investment to questioning how prudently club money has been spent and the spotlight falls upon Charnley and Carr in particular.

For roughly £25m between them, Thauvin and Cabella came and delivered little. Mitrovic at £12m has shown in flashes what Carr valued in him. There are others who have yet to demonstrate anything much to suggest they can be assets of Newcastle United FC. These are players who have been scouted extensively by Carr but from the very moment they crossed the white-line in the Premier League they have never really convinced. Of course there have been successes too - Janmaat, Mbemba, Perez, Wiljandum and Sissoko are good players - but when placed alongside Marveaux, Santon, Obertan, Goufrann, Mbwia there are more misses than hits. Money and lots of it is being wasted.

The latest transfer window saw the club shop in the domestic market and bring in Shelvey and Townsend. On initial showings they look to be very positive acquisitions and obviously it's to be hoped serve the club for many years and reach their full potential here. It is good to see United release itself from a strait-jacket of its own making in regards to its recruitment policy.

At the end of this season I understand both Colo and S. Taylor will leave United. So, no matter what division we happen to be in next season, we have to the market for two centre-halves and at least one with some pedigree to replace Colo in particular. It's my opinion, having watched Santon labour on his wrong side that we've lacked a proper left-back since Enrique left the club. The club's failure to recruit a left-back in January places a big question over the whole Carr-Charnley axis.

But it's in attack where we are sorely lacking a good, proven goal-scorer. United appeared to be linked to several strikers with a massive amount of money offered for West Brom's Saido Berahino failing to tempt the Baggies' Chairman Jeremy Peace. Ultimately however, the club failed to get the player they have needed since Demba Ba hit the road to Chelsea three seasons ago and so we were left with Seydou Doumbia on loan from Roma who has been variously described as fantastic business or a poor consolation prize. We are going to have to wait and see on that one.

Of course how the team has been set up is vital. We've played really well on occasion and in particular recently were full value against West Ham and West Brom at a purring SJP. But we've been largely dire away from SJP on far too many occasions.

Glossary

Ashley's tenure - Mike Ashley is the owner of the Newcastle United football team

Charnley - Lee Charnley is the Managing Director

Carr - Graham Carr is the Head Scout

Baggies - the nickname for the West Bromwich Albion football club

SJP - St James's Park, the home ground of Newcastle United

Topic: Language and Power

Subtopic: Corporate and Business Language

Text D

Text D is an edited text of a speech given by the Director General of the World Trade Organisation. The World Trade Organisation (WTO) is an international organisation that deals with the rules of trade between nations. This speech was given at the launch of the World Trade Report 2015.

26 October 2015

Launch of the World Trade Report 2015

Remarks by Director-General Roberto Azevêdo

Good morning everybody,

Welcome to the WTO and to the launch of this year's World Trade Report — our flagship publication on global trade policy.

It is the job of the WTO to make the trading system work better for all. And therefore it is crucial that we fully understand the impact of changes in the trading system — particularly arising from WTO agreements. Studies like the World Trade Report have an important role to play in this regard — to ensure that we hear the signal rather than the noise.

They provide valuable insights about the work of the organisation — and of the effect that it has across the board.

Every year, this study looks at a particular feature of the trade landscape.

This year's report focuses on the benefits and challenges of implementing the WTO's Trade Facilitation Agreement — or the 'TFA' for short.

And I think it's very important to have a closer look at the impact of this agreement.

The TFA was successfully concluded at the WTO's 9th Ministerial Conference in Bali in December 2013.

It is the first multilateral agreement since the organisation was created in 1995 — and it is a ground-breaking one.

This Agreement aims to standardize, streamline and speed-up customs processes around the world, helping to expedite the movement, release and clearance of goods.

In doing so, it will significantly cut the costs of trade.

All too often, outdated and uncoordinated customs processes slow down the movement of merchandise and raise trade costs to prohibitive levels — especially in developing and least-developed countries.

By tackling these problems, the TFA will have a big impact on the global economy.

You could say that it is global trade's equivalent of the shift from dial-up internet access to broadband.

And the TFA has a unique architecture.

Not only will the majority of the benefits accrue to developing and least developed countries, it also provides them with the flexibility to tailor their commitments and implementation schedules according to their specific needs and capacities.

It will also provide practical support to help with implementation.

There is significant support available from a range of partners to help with trade facilitation measures in general and specifically with the implementation of the TFA.

We created the Trade Facilitation Agreement Facility to ensure that everyone could access the support they need — and it has got off to a good start.

So this is a very innovative agreement, and we need to better understand its potential impacts.

Of course, that is precisely the aim of this report.

The 2015 World Trade Report is the first major study since the TFA was reached in Bali to examine the economic implications of this agreement in full.

Previous studies have been published by other institutions in advance of the Bali conference. They produced various predictions about the potential effects of trade facilitation in general and the TFA in particular.

Those contributions have been very welcome and have been important to get this debate rolling.

Topic: Regional Language Variation
Subtopic: Multicultural London English

Text E

This text is an edited transcript of a video interview with Dizzee Rascal, an English rapper, songwriter, singer, and record producer who was born in London in 1984.

KEY

D = Dizzee Rascal	Q = Question from talkSPORT on screen
[_] paralinguistic features	/_ / phonemic transcription
(3) longer pause (number of seconds indicated)	(.) micro pause

[music]

D: yo (.) what's going on/wɒ:sgəʊwɪn/ everybody this /dɪz/ is Dizzee Rascal (.) you watching /wɒtʃɪn/ talksport magazine (1) [points] keep it /ɪʔ/ locked yeah for all the /də/ best in sports entertainment you don't know /daʊnəʊ/

Q: *You support West Ham, so what's with the Danny Shittu QPR shirt?*

D: [holds up football shirt] when I was a kid /kɪd/ Daniel Shittu looked after me man (.) um [shakes head] that was my idol /aɪdʊ/ he was my role model/mɒdʊ/ when I was a kid (1) he was like the big boy from my estate (2) I used to run around (.) he used to look after me (2) he's actually really musical as well (.) err (.) at one point he was a DJ (2) so (.) I used to go around (.) use his turntables [gestures]

Q: *Who's the best rapping footballer – John Barnes or Andy Cole?*

D: [gestures] John Barnes he did (.) I mean he is the original innit /ɪnɪʔ/ he did it back in the day (.) when (.) I mean you know (.) hip-hop was kind of new he did it for England (2) so (.) I got to give it up to John Barnes (2) if John Barnes is still getting publishing from the rapping (.) know what I mean (1) good for him /ɪm/ (.) man

Q: *Are there any other footballers you'd like to see pick up the mic?*

D: you know it would be good to hear /ɪə/ like what (.) what (.) what (.) Henri (.) or one of the (.) Beckham (1) it would be wicked to like to hear Beckham rap to see (.) to like get his perspective on anything /ɪnɪfɪn/ that's happened in his life

Q: *Do you hang out with any other sports stars?*

D: do you (.) do you know who who people really put down and is actually a really nice guy is Djibril Cisse he's a person you stand to have a good conversation with him he is cool (.) man (1) to me (.) he is just he is he's got that (3) that hard African thing in him do you know what I mean (.) whatever French-African so he can come across a bit harsh I guess (.) and like he's just /dʒɪs/ really don't care (.) like he is got the wild hair [gestures] and all that (2) but he's cool he's cool (2) and he's successful and he's not sorry about it [shrugs] (2) he's got that attitude I think

Q: *Which football team do you hate the most?*

D: I don't think I hate any team but what was frustrating (.) I remember (.) it was the FA Cup or whatever cup it was and West Ham was beating Liverpool (.) they were gonna win (.) and then Gerrard just struck this goal to (.) to level it up (1) and then they ended up winning on penalties (1) so (.) from then Liverpool kind of got among us

Q: *What's your karaoke song of choice?*

D: Alex from er (.) Arctic Monkeys (.) on his birthday we all went out to karaoke (2) so there's me (.) him (.) Alexa Chung (.) few other people (.) Kelly (.) er (5) Osbourne (.) Kelly Osbourne was there (2) we was all there



BLANK PAGE



BLANK PAGE

BLANK PAGE

Source taken/adapted from:

Text A1: <http://www.dialectsarchive.com/new-zealand-5>

Text A2: <http://kiwiscots.blogspot.co.uk/2010/09/being-native-english-speaker-definitely.html>

Text B: adapted from <http://www.telegraph.co.uk/women/family/250-childrens-toy-adverts-on-british-tv-analysed---its-worse-tha/>

Text C: adapted from https://issuu.com/truefaith1892/docs/true_faith_124

Text D: text transcribed from https://www.wto.org/english/news_e/spra_e/spra91_e.htm

Text E: text transcribed from <https://www.youtube.com/watch?v=HCSu5MotIX4>

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.